

Programme approval report

Section one

Programme provider name:	University of Ulster
Programmes reviewed:	<p>Specialist community public health nursing:</p> <p>Health visiting <input checked="" type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>School nurse <input checked="" type="checkbox"/></p> <p>School nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Occupational health nurse <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Public health nurse <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Specialist community public health nursing (NMC 2022) apprenticeship:</p> <p>Health visiting apprenticeship <input type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>School nurse apprenticeship <input type="checkbox"/></p>

	<p>School nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Public health nurse apprenticeship <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
Title of programme(s):	<p>Postgraduate Diploma in Specialist Community Public Health Nursing - Health Visiting</p> <p>Postgraduate Diploma in Specialist Community Public Health Nursing - School Nursing</p>
Academic levels:	
SCPHN health visiting	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
SCPHN school nurse	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SCPHN school nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN health visiting apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF

	<input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	11 April 2024
Programme start date:	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	16 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Elaine Tabony Lay Visitor: Kuldeep Singh

Section two

Summary of review and findings

The University of Ulster (UU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and established provider of NMC pre- and post-registration programmes.

The school of nursing and paramedic science (the school) is seeking approval for a specialist community public health nursing (SCPHN) programme in the fields of health visiting (HV) and school nursing (SN). The proposed programme is a 120-credit postgraduate diploma (PGDip) at level seven and is offered in both full-time and part-time modes. All 120 credits must be passed. No fall back exit award leading to NMC registration as a SCPHN is proposed.

The theory element of the programme is delivered on the Belfast campus.

The UU programme doesn't include an integrated independent and supplementary prescribing (V300) qualification.

The programme is mapped to the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). The UU programme is developed in partnership with practice learning partners (PLPs), students and people who use services and carers (PUSCs). The programme is delivered as a 45-week full-time programme, planned over a 52-week period with clearly planned theoretical and practice learning, blended with a number of teaching and learning strategies including simulation. A part-time programme for SCPHN HV and SN is also proposed. There's HV and SN specific practice assessment documents (PADs) co-produced with PLPs, PUSCs and students. There's a balance of theoretical and practice learning across the programme, culminating in an extended period of consolidated practice learning. The programme employs a blended learning strategy.

The UU programme team includes SCPHN HV and SN registrants supported by an experienced academic team.

There's close collaboration with the Northern Ireland (NI) NMC Post Registration Standards Implementation Project NI (NMCPRSIP). Project members comprise of representatives from practice, AEIs and the Department of Health (DH).

There's documentary evidence that stakeholders including PLPs, PUSCs and students are involved in the co-production, design and development of the programme. Members of the current planning team are identified in the documentation to include a breadth of stakeholders including PUSCs, community organisations, UU staff with roles dedicated to ethnically diverse groups and

equality, diversity and inclusion (EDI) and student representatives from HV and SN.

The school has achieved a silver Athena Swan award demonstrating excellence in commitment to EDI. The EDI community profile has limited EDI information to demonstrate scrutiny of data and establish attainment differential between students but this is a work in progress for postgraduate students. There's clear commitment from the UU in developing further EDI data. Online EDI training for students, PUSCs and UU staff is currently at 98 percent uptake.

There's good evidence of student feedback and this is positive. There's been elected student representative involvement in developing the new programmes. Good engagement with local partners is identified and the operational links with UU and their PLPs appears well established. The UU's proposal demonstrates evidence of previous successes under the previous standards. Raising concerns is demonstrated in the documentation with a clear flow chart provided.

The approval is undertaken by remote means.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level as conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The SPRP aren't met.

The programme is recommended to the NMC for approval subject to three joint NMC and university conditions and one university condition. Three joint NMC and university recommendations and one university recommendation are made.

Updated 17 May 2024:

The UU confirm that the university condition is met. The three joint NMC and university conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

	<p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>Condition three: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements, and governance structure in place to support self-employed or self-funded applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)</p> <p>Practice learning:</p> <p>Condition one: In collaboration with PLPs revise the PAD to ensure formative and summative points and retrieval opportunities are timely, explicit and all NMC SPSCPHN can be confirmed as achieved. (SFNME R5.8; SPRP R4.7.1) (NMC and university condition)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Provide a resource plan that demonstrates that there are sufficiently and appropriately qualified and experienced people for SCPHN programme delivery. (SFNME R2.19; SPRP R2.1.1) (NMC and university condition)</p> <p>Condition four: That all issues identified by the centre for curriculum enhancement and approval and detailed in the appendix to the panel report are addressed. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>17 May 2024</p>

<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider a formalised monitoring process to ensure the field specificity and identity of SN is visible throughout the programme. (SPRP R2.6.1) (NMC and university recommendation)</p> <p>Recommendation two: Consider clarifying the review stages by practice supervisors, practice assessors and academic assessors when an action plan is required in practice. (SFNME R5.8; SPRP R2.1.1) (NMC and university recommendation)</p> <p>Recommendation three: Consider working with PLPs to support practice supervisors and practice assessors in elevating their practice to role model the SPSCPHN. (SFNME R4.2) (NMC and university recommendation)</p> <p>Recommendation four: For the programme team to consider providing marking guidance to support students, practice supervisor and practice assessor understanding of the PAD (University recommendation).</p>
<p>Focused areas for future monitoring:</p>	<p>The application of the UU's EDI strategy at programme level.</p> <p>Sustainability of PUSC involvement.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The UU have provided a revised PAD in collaboration with PLPs where SPSCPHN can be confirmed as achieved. The flow chart contained in the PAD is explicit with regard to formative, summative and retrieval opportunities.

Condition one is met.

The UU now provide a resource plan that demonstrates that there are sufficiently and appropriately qualified and experienced people for SCPHN programme delivery.

Condition two is met.

In partnership with PLPs, the UU now provide a clear process and related documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants.

Condition three is met.

The UU confirm that the university condition (condition four) is met.

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Observations provided via email. <ul style="list-style-type: none"> • Correction to acronyms • Amendments to staffing resource description in summary section. • Amendments to description of extended period of consolidated practice.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	17 May 2024

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:</p> <p>Standards for post-registration education programmes (NMC 2022, updated 2023)</p> <p>Standards of proficiency for specialist community public health nurses (NMC, 2022)</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standards for student supervision and assessment (NMC 2018, updated 2023)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2022)</p>

Partnerships

The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including people who use services contribute to student assessment

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

Standard 1: Organisation of practice learning:

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning
- R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of service, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

- R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

- R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

- R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

- R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Documentary evidence and approval visit meetings demonstrate effective partnership working between the UU and a range of stakeholders, including PLPs, PUSCs and students. There are established AEI processes providing channels of communication with PLPs at strategic and operational levels to ensure effective partnership working and co-production of the programme. The programme director and academic lead for practice learning communicate on a regular basis with service leads from each PLP in line with the practice placement agreements. Regional issues and concerns are discussed at the commissioners, managers and lecturers (CML) liaison group which meets each semester to support collaboration and operational decision-making. There's a feedback system between the DH in NI, the PLPs and agreement monitoring groups between the DH and the AEI. The programme team and the PLP representatives at the approval visit confirm that they meet regularly to evaluate and review the ongoing governance of the programme.

The programme team and PLPs tell us of examples from stakeholder events that are included in the programme, such as the provision of part-time and full-time options, safeguarding taught across semesters, 60/40 split with 60 percent allocation of time to practice learning and 40 percent theory, increased SN specific content and an enhanced induction. They tell us they're proactive if student concerns or practice learning issues are identified, and that they work in partnership to resolve issues in a timely manner. The practice learning handbook and programme handbook detail the process of raising concerns. Students at the visit confirm that they know about the different avenues to raise concerns if needed. Practice assessors and practice supervisors tell us there's robust support and regular updates from the programme team through annual half-day programme updates and preparation sessions. The practice assessors and practice supervisors are invited to attend the start session of the academic year which is delivered by the programme director, programme team and academic lead for practice learning. The UU could consider enhancing the programme with further support for practice assessors and practice supervisors in elevating their practice to role model the SPSCPHN. (Recommendation three)

Documentary evidence and students at the visit confirm that they've been able to contribute their views to the development of the proposed programme and the curriculum. They give us examples of feedback that's included in the programme such as consolidated blocks of placements, increase in practice days, annual leave in the summertime and having bespoke alternative experiential learning (AEL) to suit the need of each student rather than a set number of AEL experiences. Students tell us of seminar provision that's more field specific to SN and HV and more guest speakers from different clinical roles are agreed. They also tell us that they've informed the development of the programme induction and SCPHN handbook.

The PUSC involvement in this programme is mainly through the AEI's well-established 'people engaged in education and research' (PEER) group which recruits, trains and supports PUSCs. The PUSCs present at the approval visit tell us their voice is heard and they've attended stakeholder engagement events for this programme. They tell us of feedback examples that are taken onboard by the programme team, such as encouragement for males to join the programme, inclusion of 'journey of birth' and adopting language reflecting emotional intelligence, for example, using words such as 'seldom heard' rather than 'hard to reach'. They tell us they've contributed to questions for student interviews and they attend programme committees for monitoring oversight of the programme. The programme team has relationships with diverse community and charitable groups such as Parenting NI, Tiny Life and Resilio. The UU is part of ongoing regional work to broaden representation of PUSCs and ensure inclusion of seldom heard groups.

The school collects data relating to student population and diversity and has processes to address any identified attainment gaps. The application of the UU's EDI strategy at programme level and sustainability of PUSC involvement through the programme are areas for future monitoring.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Independent/Supplementary Prescriber (V300)	
Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme. Optional <input type="checkbox"/> Compulsory <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
There is no prescribing element to the SCPHN programme.	
Please indicate whether the V300 is to be approved at this event against the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021) YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
OR If V300 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved: 28 February 2020	

Student journey through the programme	
Standard 1: Selection, admission and progression	
Approved education institutions, together with practice learning partners, must: R1.1 ensure that the applicant is an: R1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry R1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry	

- R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme
- R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme
- R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme
- R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme
- R1.6 consider recognition of prior learning that is capable of being mapped to the:
- R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice
- R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for post-registration education programmes](#) (NMC 2022, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)
YES NO N/A
- Evidence of processes to ensure that the applicant is NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)
N/A

An SPQ programme isn't proposed.

- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)
YES NO
- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)
YES NO N/A

R1.3 is not met. Documentary evidence and discussions at the approval visit demonstrate that the UU works collaboratively with PLPs in the recruitment and selection process for both HV and SN; this includes advertisements, job descriptions and shortlisting. Students who are self-funded, non-NHS or self-employed may apply to undertake the SCPHN programme, and the UU supports them in securing a practice placement. Documentation states that the UU supports a regional selection and interview process.

Whilst the UU have governance structures in place to support practice learning, including employer support and protected learning time for students throughout the programme, this needs to be explicitly applied for self-employed and self-funded students. The UU, in partnership with PLPs, are required to provide a clear process and related programme documentation that demonstrates the

opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants. (Condition three)

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme (R1.4)

N/A

An SPQ programme isn't proposed.

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme (R1.5)

MET

NOT MET

R1.5 is not met. At the visit, the programme team confirm there's strategic and operational committees as well as organisational leads with responsibility for the quality of practice learning. The AEI and PLPs voice strong partnerships and their commitment to monitoring and responding to all aspects of student feedback. There are processes to manage risks to the safety and quality of SCPHN education including policies for escalation of concern. The practice learning handbook and programme handbook includes information on professional responsibilities, raising concerns and complaints. Students, practice assessors and practice supervisors confirm that these are documented and clear. The programme team tell us that the UU provide preparation training for practice supervisors and practice assessors annually. The practice education facilitator (PEF), programme director and academic lead for practice learning provide ongoing support and update on training for practice areas. The academic assessor and link lecturer also offer support and guidance to practice assessors and practice supervisors.

Documentary evidence confirms that the UU's practice-based learning governance framework provides a structure to support safe, quality learning for SCPHN HV or SN students. The UU tell us that a standard regional placement agreement is used which is signed between the DH (NI), the UU and PLPs. This placement agreement supports protected learning time of students in the practice learning environment. PLPs and the UU tell us they've a signed partnership agreement between PLPs and the UU for governance structures in place to support practice learning, including employer support and protected learning time for students

throughout the programme, but this needs to be explicit in demonstrating suitability for self-employed and self-funded students. (Condition three)

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice (R1.6.1)
YES NO N/A

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)
N/A

An SPQ programme isn't proposed.

- Where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme processes are in place to consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants* (R1.7)
YES NO N/A

No prescribing programme is proposed.

- Where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, there is evidence of processes to ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry (R1.8)
YES NO N/A

No prescribing programme is proposed.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

Documentary evidence and the programme team state that students enrolled on the currently approved SCPHN programme who return following a leave of absence but haven't yet attained any credits will be automatically transferred onto the new programme. Arrangements are in place to map previous learning against the SPRP and SPSPCHN.

Proposed transfer of current students to the [Standards for student supervision and assessment \(SSSA\)](#) (NMC 2018, updated 2023).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

The UU, in partnership with their PLPs and managers, confirm they've implemented robust student learning processes adhering to the SSSA and that students are aware of the SSSA process of support. Students also confirm this at the visit.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

Outcome

Is the standard met? MET NOT MET

While the UU have governance structures in place to support practice learning, including employer support and protected learning time for students throughout the programme, this needs to be explicitly applied for self-employed and self-funded students.

Condition three: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)

Date: 11 April 2024

Post event review

Condition three: In partnership with PLPs, the UU now provide a clear process and related documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants.

Condition three is met.

Evidence:

Pathway for self-funding applicants for SCPHN HV and SCPHN SN, undated
Processes to address potential attainment gaps in NMC approved courses,
undated
Signed practice learning agreement, 24 January 2024

Date condition(s) met: 17 May 2024

Revised outcome after condition(s) met: MET NOT MET

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:

- R2.1 confirm programmes comply with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:
- R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for
- R2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice
- R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*
- R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*
- R2.4 state routes within the programme for:
- R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
- R2.4.2 students to enter the SCPHN register for the public health nurse qualification
- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice

- nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
- R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

R2.1 There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)
YES NO N/A

R2.1.1 is not met. It isn't clear in the documentation submitted that there are sufficiently and appropriately qualified and experienced people for SCPHN programme delivery for the expected numbers of students. The capacity to achieve the required communication between the practice assessor, practice supervisor and academic assessor is challenging. (Condition two)

The review stages in the PAD could be highlighted to signpost the review stages by practice supervisors, practice assessors and academic assessors when an action plan is required in practice. (Recommendation two)

- all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice (R2.1.2)
N/A

An SPQ programme isn't proposed.

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Where programmes intend to offer admission to an NMC approved independent/supplementary prescribing qualification to SCPHN and/or SPQ students, there is evidence that the prescribing qualification complies with the NMC *Standards for prescribing programmes* (R2.3)
YES NO N/A

No prescribing programme is proposed.

R2.4 There is evidence that routes are stated within the programme for:

- students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse (R2.4.1)
YES NO N/A
- students to enter the SCPHN register for the public health nurse qualification (R2.4.2)
YES NO N/A

A public health nurse route isn't proposed.

- students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R2.4.3)

N/A

An SPQ programme isn't proposed.

- students to annotate their registration in community nursing SPQ practice in health and social care (R2.4.4)

N/A

An SPQ programme isn't proposed.

R2.5 There is evidence to ensure programme learning outcomes reflect the:

- core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.5.1)

YES NO N/A

- core standards of proficiency for SCPHN that are tailored to public health nursing (R2.5.2)

YES NO N/A

A public health nurse route isn't proposed.

- standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice (R2.5.3)

N/A

An SPQ programme isn't proposed.

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

R2.6 There is evidence that sets out the general and professional content necessary to meet the:

- core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.6.1)

MET **NOT MET** **N/A**

R2.6.1 is met. The UU provide a mapping document illustrating how the core and field specific SPSCPHN are met. There are separate NI PADs for SN and HV to meet core and field specific SPSCPHN. There are six 20 credit modules to attain the required 120 credits. One of the 20 credit modules is field specific to either HV or SN.

The field specific SPSCPHN are identified in terms of practice and teaching and learning for HV and SN. For the newly approved programme for HV and SN, it's recommended that the UU consider a formalised, monitoring process to confirm that field specificity and the identity of SN is maintained throughout the programme. (Recommendation one)

- core standards of proficiency for SCPHN public health nurse qualification (R2.6.2)

MET **NOT MET** **N/A**

A public health nurse route isn't proposed.

- standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care (R2.6.3)

N/A

An SPQ programme isn't proposed.

R2.7 There is evidence that sets out the content necessary to meet the programme outcomes for each intended field of:

- SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing (R2.7.1)

MET **NOT MET**

R2.7 is met. There are five 20 credit theory modules including, 'evidence synthesis and translation for community public health nursing practice', 'promoting human rights and addressing health inequalities', 'leading public health practice', 'developing person-centred autonomous care' and 'partnerships and decision-making in safeguarding practice'. A further field specific practice learning 20 credit module (bespoke to either HV or SN) is identified.

Teaching strategies include formal lectures, group discussion, case studies, problem-based learning, seminars and flipped classroom and practical sessions include simulated learning.

Assessment strategies include formal essay writing, critical reflection, synthesis of evidence, policy brief, presentation of an action plan and the PAD.

Programme and module outcomes are core for both fields and are met in the context of HV or SN practice. To support this, HV and SN theoretical content is differentiated across the modules to include promoting individual, community and population health within specialist practice and safeguarding and protecting the welfare of children, young people and families.

All module learning outcomes are mapped to the SPSCPHN and to the programme outcomes. Mapping demonstrates that the module content and the content of the HV and SN PADs enables students to meet the programme outcomes within their HV or SN fields.

- community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care (R2.7.2)

N/A

An SPQ programme isn't proposed.

- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.8)

MET NOT MET

R2.8 is met. Programme documentation confirms that a range of learning and teaching strategies are used. This includes lectures, seminars, tutorials, online digital learning, practice learning and guided independent study.

The programme provides a balance of theoretical and practice learning opportunities. The programme schedule includes discrete theoretical and practice blocks as well as weeks where a blend of theoretical and practice learning is timetabled. The programme culminates in an extended period of continuous practice to enable students to work under supervision in the management of a small caseload of clients within their field of HV or SN practice. At the visit the UU, students and PLPs confirm that the balance of theory and practice is agreed as part of the co-production of the programme.

- Evidence to ensure that technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.9)

MET NOT MET

R2.9 is met. The programme team and documentation state that the school has two simulation champions who are involved in discussions on further development of simulation facilities and equipment. Students are involved in the resilience exercise held by the school which is an established programme of teaching which also provides an opportunity for inter-professional learning and application to SCPHN practice. Students access technology through the university virtual learning environment (VLE), Blackboard Learn. Information and support are provided in the use of the VLE at the start of the programme, and students have ongoing access to tutorials from the digital services link on Blackboard Learn. The school has a person-centred autonomous practice facility which gives students an opportunity to view a digital recording of a scenario reflecting diversity within the community. Simulation activities and skills lab real life experiences are informed and reviewed by PUSCs.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

YES NO N/A

The programme isn't delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)

YES NO

- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)

YES NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula are met

YES NO

It isn't clear in the documentation submitted that there are sufficiently and appropriately qualified and experienced people for SCPHN programme delivery for the expected numbers of students. The capacity to achieve the required communication between the practice assessor, practice supervisor and academic assessor is challenging. (Condition two)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES NO

Outcome

Is the standard met?

MET

NOT MET

It isn't clear in the documentation submitted that there are sufficiently and appropriately qualified and experienced people for SCPHN programme delivery for the expected numbers of students. The capacity to achieve the required communication between the practice assessor, practice supervisor and academic assessor is challenging.

Condition two: Provide a resource plan that demonstrates that there are sufficiently and appropriately qualified and experienced people for SCPHN programme delivery. (SFNME R2.19; SPRP R2.1.1) (NMC and university condition)

Date: 11 April 2024

Post event review

Commentary post review of evidence against conditions:

Condition two: The UU now provide a resource plan that demonstrates that there are sufficiently and appropriately qualified and experienced people for SCPHN programme delivery.

Condition two is met.

Evidence:

Revised curricula vitae (CVs) indicating sufficient HV and SN link lecturers, undated

Resourcing for SCPHN programmes, undated

Date condition(s) met: 17 May 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

Approved education institutions must:

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded

Approved education institutions, together with practice learning partners, must:

R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that

complies with the NMC *Standards for student supervision and assessment*

R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:

R3.3.1 intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or,

R3.3.2 SCPHN public health nurse

R3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or,

R3.3.4 in other specified field(s) of community nursing in health and social care nursing

R3.4 ensure that practice learning complies with the NMC Standards for student supervision and assessment

R3.5 take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and

R3.6 ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

R3.6.1 intended field of SCPHN practice, SCPHN PHN practice or

R3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

Findings against the standard and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including

arrangements specifically tailored to those applicants who are self-employed and/or self-funded (R3.1)

MET **NOT MET**

R3.1 is not met. The evidence isn't clear how arrangements in the governance and support of self-employed/self-funded students is provided. (Condition three)

Documentary evidence and meetings at the visit confirm there's a practice learning governance framework for the school's programmes. Students are provided with a practice learning guidance document outlining key information and processes. UU representatives and PLPs confirm there are effective arrangements to support the quality of practice learning. AEI and PLPs meet regularly to discuss any governance issues, including external regulator reports.

There's ongoing monitoring by the team for the duration of the student's placement. Processes are in place to support feedback from student placement evaluations and to review and respond to any student concerns or external quality assurance issues. There's a committee to oversee governance of practice learning within the school. At the visit, practice supervisors, practice assessors and students confirm they discuss practice learning opportunities to allow students to develop, progress and meet the SPSCPHN in their field of practice, including AEL and inter-professional learning opportunities.

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* (R3.2)

MET **NOT MET**

R3.2 is met. Documentary evidence and meetings at the approval visit demonstrate that quality assurance mechanisms are in place to ensure PLPs comply with the SSSA. There's a regional agreement on the preparation of practice supervisors and practice assessors for their roles in supporting students on the SCPHN programme. The NI guide and model which align to the SSSA are used to guide and inform PLPs on the arrangements and support of students in practice. All practice learning environments are audited every two years by the nominated person, PEF and link lecturer. The practice education teams in each PLP provide guidance and support to those who support students; the nominated person has oversight of practice.

The NI-NMCPRSIP and DH outline the preceptorship governance requirements. Preceptorship is normally completed within a period of six months.

R3.3 There is evidence that practice learning opportunities are provided that allow students to develop, progress and meet all the standards of proficiency for their:

- intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or (R3.3.1)

MET NOT MET N/A

R3.3 is met. Documentary evidence and meetings with students, practice assessors and practice supervisors confirm that practice learning opportunities are provided to allow students to develop, progress and meet the SPSCPHN in their field of practice. The governance of placements is supported by link lecturers and the SCPHN programme team. This includes an educational placement audit to assess that the range of learning opportunities available meet the needs of HV and SN students. Opportunities for alternative learning experiences are also included but the number is tailored to the student's own learning needs. Students, practice assessors and practice supervisors tell us that there's a range of practice learning opportunities available to support the achievement of the SPSCPHN. The PAD provides the student with opportunities to identify future learning plans assisting them to meet the required SPSCPHN.

SCPHN public health nurse (R3.3.2)

MET NOT MET N/A

A public health nurse route isn't proposed.

- intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or (R3.3.3)

N/A

An SPQ programme isn't proposed.

- in other specified field(s) of community nursing in health and social care nursing (R3.3.4)

N/A

An SPQ programme isn't proposed.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)

YES NO

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)

MET **NOT MET**

R3.5 is met. Documentary evidence and students at the approval visit confirm that students' individual learning needs and personal circumstances are considered when practice learning is allocated. Students are aware of their responsibility to share any needs with their employer or placement provider to enable implementation of reasonable adjustments in the allocation and achievement of practice. The PADs provide an opportunity for students to identify their personal learning needs in each term, so that learning opportunities are tailored to meet their needs. There's regular scheduled review of student progress including action planning to identify students who require additional support.

R3.6 There is evidence to ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)

MET **NOT MET** **N/A**

R3.6.1 is met. The documentary evidence provided, and discussion with students at the visit, confirm that students' individual learning needs are met through a learning support profile and required reasonable adjustments are made.

The programme schedule and student handbook provide students with a clear overview of theoretical and practice learning in the programme and this information is supported in the practice learning handbook. This information includes the module delivery periods and the dates for submission of both theoretical and practice assessment and demonstrates a period of practice learning. There's a tutorial system which support students' individual development with assessed theoretical work including opportunities for formative feedback. The SSSA document identifies a practice education team who are responsible for working in partnership with students, practice supervisors, practice assessors and the academic assessors.

Practice learning is structured by students' self-assessment and discussion of learning needs with practice supervisors and practice assessors with opportunities for formative feedback and development.

- their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2)

N/A <input checked="" type="checkbox"/>	
An SPQ programme isn't proposed.	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>While the UU have governance structures in place to support practice learning, including employer support and protected learning time for students throughout the programme, this needs to be explicitly applied for self-employed and self-funded students.</p> <p>Condition three: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements, and governance structure in place to support self-employed or self-funded applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)</p> <p>Date: 11 April 2024</p>	
Post event review	
<p>Condition three: In partnership with PLPs, the UU now provide a clear process and related documentation that demonstrates the opportunities, arrangements, and governance structure in place to support self-employed or self-funded applicants.</p> <p>Condition three is met.</p> <p>Evidence: Pathway for self-funding applicants for SCPHN HV and SCPHN SN, undated Processes to address potential attainment gaps in NMC approved courses, undated Signed practice learning agreement, 24 January 2024</p>	
Date condition(s) met: 17 May 2024	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:

- R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*
- R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment
- R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*
- R4.4 ensure practice supervisors:
- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care

R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
 R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
 R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
 R4.9.2 SCPHN public health nurse practice,
 R4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
 R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence that ensures student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education* (R4.1)

MET **NOT MET**

R4.1 is met. Documentary evidence confirms that processes are in place to oversee the standard of quality and safety of student support, supervision, learning and assessment on the SCPHN programme, and to ensure that standards are monitored and met. At the approval visit we're assured that the committees and processes responsible for monitoring overall quality and student experience are effectively monitored. Documentary evidence of external examiner contribution is provided.

Practice supervisors, practice assessors and students confirm allocation of SCPHN HV or SN registered practice supervisors and practice assessors for the duration of the programme as relevant to their field of practice.

There are processes to support individual learning needs in theory and practice and student signposting to UU resources that support student health and wellbeing, including support for those requiring reasonable adjustment.

There's an established system of placement evaluations and feedback to PLPs. There are processes for escalating concerns for students and practitioners. Evidence of feedback is provided from and to students throughout the programme, specifically formative feedback, in theory and practice.

CML meet termly to explore with the programme team placement quality in PLPs and how any risks to placement learning are actioned. There's documentary evidence of UU fitness to practise procedures. At the visit we explore how this process is operationalised for SCPHN students and the students have a good understanding of the process. A former student confirms they're aware a case had been dealt with appropriately and sensitively.

- There is evidence to confirm that the education institution and their practice learning partners liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment (R4.2)

MET **NOT MET**

R4.2 is met. The UU has robust processes in place to prepare and support practice supervisors, practice assessors and academic assessors prior to and throughout the programme. At the visit we explore PLPs' understanding of the principles and requirements of the SSSA and the roles of practice supervisors, practice assessors and academic assessors. We're assured of sufficient numbers of practice supervisors and practice assessors available to support proposed student numbers and the training available to them.

The programme team confirm at the visit that academic assessors are prepared by the UU to support the HV and SN programmes and how feedback is actively sought to improve support in practice.

- There is evidence that ensures practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment* (R4.3)

MET **NOT MET**

R4.3 is met. Discussion with practice supervisors and practice assessors confirm that quality assurance mechanisms are in place to ensure PLPs are meeting the SSSA and have access to regular training updates.

Preceptorship and ongoing support with supervision and assessment of students is confirmed at the visit with senior PLP representatives, practice supervisors and practice assessors. Students confirm they're supported in accordance with the SSSA. They're allocated a SCPHN HV or SN registered practice supervisor, practice assessor and academic assessor. There are processes to support individual learning needs in theory and practice. Students confirm the effectiveness of support provided by the programme team, practice assessors and practice supervisors and the availability of UU resources to support their health and wellbeing.

Meetings with academic assessors, practice assessors and practice supervisors confirm they receive appropriate preceptorship, induction and time to support student learning. This includes training for EDI. PLPs tell us that their local approach to developing SCPHN practice assessors includes completion of a postgraduate certificate in education.

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or
YES NO N/A
- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)
YES NO N/A
- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or
YES NO N/A
- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)
YES NO N/A

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)

MET **NOT MET**

R4.6 is met. Documentary evidence, practice supervisors, practice assessors and the programme team tell us there's a process of confirming that students are assigned to an experienced registered SCPHN for the student's field of practice. Employers and practice assessors confirm that each practice assessor is prepared and meets the SSSA and SPRP.

- Processes are in place to ensure that in exceptional circumstances only, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person (R4.6.1)

MET **NOT MET**

R4.6.1 is met. Documentary evidence and the visit confirm processes in place to ensure that the same person fulfils the role of practice supervisor and practice assessor in exceptional circumstances only. Once a student is allocated to a placement, link lecturers visit placement settings. Where students or PLPs identify there are exceptional circumstances occurring this is escalated to the programme leader. An agreed, time limited action plan is initiated with the PLP, and the student learning experience is monitored. A new practice assessor or practice supervisor is identified if circumstances are unlikely to be resolved in the short term. An example of exceptional circumstances includes the sudden illness or absence of a practice supervisor or practice assessor. The collaborative management of student learning in practice is agreed through the nursing practice-based learning agreement.

Evidence provides assurance that the following QA approval criteria are met:

R4.7 Processes are in place to provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.7.1)

YES **NO** **N/A**

R4.7.1 is not met. The PAD doesn't clearly show where formative and summative assessment points take place which impacts on the ability for clearly identifying

when an action plan may be required. It isn't clear to the student when a retrieval point is permitted or when the SPSCPHN are confirmed as achieved. (Condition one)

- SCPHN public health nurse (R4.7.2)

YES NO N/A

A public health nurse route isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or

N/A

An SPQ programme isn't proposed.

- other specified field(s) of community nursing SPQ in health and social care (R4.7.4)

N/A

An SPQ programme isn't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8)

YES NO

R4.9 There is evidence of processes to assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.9.1)

YES NO N/A

- SCPHN public health nurse practice (R4.9.2)

YES NO N/A

A public health nurse route isn't proposed.

- their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or

N/A

An SPQ programme isn't proposed.

- other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)

N/A

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES NO

The PAD doesn't clearly show where formative and summative assessment points take place which impacts on the ability for clearly identifying when an action plan may be required. It isn't clear to the student when a retrieval point is permitted or when the SPSCPHN are confirmed as achieved. (Condition one)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES NO

Outcome

Is the standard met?

MET NOT MET

The PAD doesn't clearly show where formative and summative assessment points take place which impacts on the ability for clearly identifying when an action plan may be required. It isn't clear to the student when a retrieval point is permitted or when the SPSCPHN are confirmed as achieved.

Condition one: In collaboration with PLPs revise the PAD to ensure formative and summative points and retrieval opportunities are timely, explicit and all SPSCPHN confirmed as achieved. (SFNME R5.8; SPRP R4.7.1) (NMC and university condition)

Date: 11 April 2024

Post event review

Condition one: The UU have provided a revised PAD in collaboration with PLPs where SPSCPHN can be confirmed as achieved. The flow chart contained in the PAD is explicit with regard to formative, summative and retrieval opportunities.

Condition one is met.

Evidence:

Revised SCPHN PAD SN, 2 May 2024

Revised SCPHN PAD HV, 2 May 2024

Revised practice learning handbook, 2 May 2024

Signed practice learning agreement, 24 January 2024

Date condition(s) met: 17 May 2024

Revised outcome after condition(s) met: MET NOT MET

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level

R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered

R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration

R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and

R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)
YES NO
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional

education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)

YES NO N/A

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)

N/A

An SPQ programme isn't proposed.

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

YES NO N/A

A prescribing qualification isn't proposed.

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.5)

YES NO N/A

A prescribing qualification isn't proposed.

Fall Back Award

If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award

YES NO N/A

There's no fall back exit award with NMC registration as a SCPHN HV or SN.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 11 April 2024		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for specialist community public health nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for post-registration education programmes</i> (NMC 2022, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered SCPHN responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
List additional documentation: Revised preceptorship framework, undated Revised SCPHN SN PAD, 2 May 2024 Revised SCPHN HV PAD, 2 May 2024 Revised CVs HV and SN link lecturers, undated Resourcing for SCPHN programmes, undated Processes to address potential attainment gaps in NMC approved courses, undated University responses to conditions, undated Revised practice learning handbook, 2 May 2024 Signed practice learning agreement, 24 January 2024 Pathway for self-funding applicants for SCPHN HV and SCPHN SN, undated		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: One current full-time SN. 2023-24 Two current full-time HV, 2023-24 One alumnus full-time SN, 2022-23 One part-time HV, 2022-24		

Two alumni full-time HV, 2022-23		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: The UU is an established AEI and visits to resources isn't required.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Elaine Tabony Kuldeep Singh	Date:	25 April 2024
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Submitted by:	Amy Young	Date:	6 June 2024
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